

# Childminder report

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Inspection date: 11 May 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder has built positive relationships with families and their children. Children feel safe and secure. They run to the childminder for a cuddle and separate from their main carers well on arrival. Children have formed friendships with each other. The childminder encourages children to work together to find all the small cars and place them in a car transporter. Children are happy and smile frequently, they jump up and down when they are excited.

Children develop their independence skills, through the support given by the childminder. She provides children with knives and describes how to press down to cut. Children chop their own fruit and feed themselves using cutlery at mealtimes. Children are confident to use the toilet. They take themselves to the bathroom and ask for support when needed. The childminder supports children to learn good hygiene practices. Children are asked to wipe their own noses and dispose of tissues appropriately.

Children talk to the childminder about wanting to be a doctor when they grow up. The childminder encourages this and comments if they work hard, they can be whatever they would like to be. The childminder talks to children about their likes and dislikes, discussing different fruits and vegetables. This shows children that their views are valued and encourages children to develop a sense of self.

## **What does the early years setting do well and what does it need to do better?**

- The childminder supports children's communication and language. She comments on what children are doing as they play and asks children questions. The childminder uses eye contact and gesture to support younger children to understand. She repeats words back that children have used. The childminder introduces children to new vocabulary that they use. For example, when children are looking at dinosaurs, she names the top of the dinosaur's head. She encourages children to use this word, the children turn to visitors to show that they know what it is called, pointing to the crest and naming it.
- On the way back from school, the childminder identifies shapes and a focus number for children to look for in the environment. Children point out the number five, on door numbers and signs, when they see it. The childminder also asks children to find different sized numbers. Children successfully point to big and small numbers that they see in the environment. This encourages children to develop mathematical skills and language.
- Children are physically active, they run and crawl around, chasing each other. The childminder asks children to move in different ways. Children make bridges with their bodies and do press ups on request, developing gross motor skills. The childminder provides crayons and pencils. Children hold and grasp them and

make marks, developing their fine motor skills.

- Parents comment on the good level of communication they receive each day. They say the childminder describes what their children have been doing, how they have been, and gives them activity ideas they can try at home. Parents tell the inspector their children come home excitedly, saying what they have learned or seen. Children tell their parents they enjoy playing with their friends, being outside and playing with the small-world toys. Parents add, the childminder is caring and offers support to them as a whole family.
- The childminder is reflective and attends training, linked to the children's needs that she cares for. From the training, she has developed her knowledge of strategies she can use to support different children's sensory needs.
- The childminder has a clear understanding of child development and how to sequence children's learning. She uses this knowledge to plan her environments and activities to support children's learning across the early years foundation stage. Although the childminder has identified appropriate next steps for children, she does not fully utilise her interactions to support children to progress towards their individual next steps.
- Generally, children behave well, they are prompted when necessary to behave. For example, on occasions when children stand up on chairs to reach toys, the childminder promptly tells them to sit down. However, this is not consistent. When children begin to throw items, she tells them to stop, but does not tell or show them what she expects. Therefore, the unwanted behaviour happens again as children are not supported to understand how they should behave.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the signs and symptoms of abuse. She has attended training which has supported her in developing her knowledge of safeguarding issues, such as how to recognise that families may be at risk of being radicalised. She is confident to make appropriate referrals to relevant agencies, to support families and their children. The childminder has attended first-aid training. This helps her to respond to accidents or injuries appropriately. The childminder ensures the environment is safe, inside and outside, through risk assessments. The childminder ensures the suitability of the members of her household.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- develop interactions with children further, to ensure children's next steps are consistently worked towards for their ongoing learning
- enhance the consistency of behaviour expectations, to ensure children understand what is expected of them.

## Setting details

<b>Unique reference number</b>	EY464264
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10265222
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 8
<b>Total number of places</b>	8
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	30 May 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Lowdham, Nottinghamshire. The childminder operates all year round. Monday and Friday, from 7am until 5pm and Tuesday, Wednesday and Thursday 7am until 5.30pm. The childminder closes the week between Christmas and New Year, family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alice Anders

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder in the morning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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